DOCUMENT RESUME

ED 396 093 CE 071 474

AUTHOR Alverca, Celia; And Others
TITLE Determining the Need for Vocational Counselling among Different Target Groups of Young People Aged between 15 and 27 in Portugal: The Situation in the Setubal Peninsula. National Report.
INSTITUTION European Centre for the Development of Vocational Training, Berlin (Germany).
PUB DATE Apr 94
NOTE 82p.; For related documents, see CE 070 114-121 and CE 071 475.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adolescents; *Career Counseling; Counseling Effectiveness; Counseling Objectives; Counseling Services; *Counselor Attitudes; *Educational Needs; Foreign Countries; Needs Assessment; Questionnaires; *Student Attitudes; Teacher Attitudes; *Vocational Education; Young Adults
IDENTIFIERS *Portugal

ABSTRACT

A study examined the vocational counseling needs of young residents of Portugal's Setubal Peninsula aged 15-27 years who were either in their ninth year of compulsory education or enrolled in a vocational training school course or some other alternative form of training organized by the Institute for Employment and Vocational Training. Data were obtained from the following sources: literature review; interviews with an unspecified number of school psychologists and other education specialists responsible for vocational training schools; interviews with 89 vocational students; and questionnaires completed by 29 vocational students. Existing vocational counseling services in the secondary schools were found to be capable of covering 60% of year 9 pupils; however, only 70% of those pupils actually complete the counseling process. Young people in vocational training schools had the best access to vocational counseling. Of young people in alternative training, only 18% received vocational counseling. It was recommended that a continuous system be developed to provide people with vocational counseling beginning in first-cycle primary schools and extending throughout their working lives. (Appended are the interview guides and questionnaires used with the vocational students and psychologists/education specialists.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CEDEFOP panorama

ED 396 093

Determining the need for vocational counselling among different target groups of young people aged between 15 and 27 in Portugal: the situation in the Setúbal Peninsula

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Petit.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CF 071 474

National report

CEDEFOP panorama

Determining the need for vocational counselling among different target groups of young people aged between 15 and 27 in Portugal: the situation in the Setúbal Peninsula

Célia Alverca
Cristina Gaboleiro
J. Bernardo de Lemos
Lisbon

April 1994

1st edition, Berlin 1995

Edited by:
CEDEFOP – European Centre for the Development of Vocational Training
Jean Monnet House,
Bundesallee 22, D-10717 Berlin
Tel.: 49-30+88 41 20
Fax: 49-30+88 41 22 22
Telex: 184 163 eucen d

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities, last amended by Council Regulation (EC) No 1131/94 of 16 May 1994.

National report 3

Cataloguing data can be found at the end of this publication.

Berlin: CEDEFOP – European Centre for the Development
of Vocational Training, 1995

1st edition, Berlin 1995

Reproduction is authorized, except for commercial purposes,
provided the source is acknowledged.

Printed in Germany

Preface by CEDEFOP

In developing the careers of young people and integrating them into working life, career guidance is becoming increasingly important. Persistent, structurally-caused unemployment, higher qualification requirements, complex training paths with eased transition between initial and continuing training, the increasing deregulation of the labour market and the emergence of new values and life styles among young people present career guidance services, as the instrument for regulating supply and demand on training, education and labour markets, with fundamental and complex tasks. At the same time, European integration poses new challenges to the career guidance services in the Member States. The PETRA 3 programme has taken an initial step in this direction through setting up European-oriented national resource centres, through organizing transitional continuing training courses for occupational guidance counsellors and publishing the "European Manual for Occupational Guidance Counsellors".

The comparative studies[1] carried out by CEDEFOP and Task Force: Human Resources, Education, Training and Youth to support and monitor work in this field have increased transparency in national occupational guidance systems and qualification structures.

The activities and research work carried out aimed primarily to make proposals or provide support for improving occupational guidance activities, to focus such work in a European context on the basis of existing national structures. Counselling requirements were deduced from existing or forecasted demand (enquiries at guidance services) or from general data derived from labour market and occupational research.

To date the needs of various target groups of young people based on their economic and social and cultural situation, their values, their career plans, their conception of the efficiency of occupational guidance offers etc. have not been taken into account.

This issue was examined in the project "Determination of (occupational) guidance needs for various groups of young people under 28 years of age in the European Union", carried out between March 1993 and May 1994, the results of which are now available (12 national reports, in the original language and English, partly in French, the synthesis report in English, French, German, Italian and Spanish).

A total of 21 target groups were examined; nine of the reports examined two of the groups and three reports examined one target group. Particular attention was devoted to young people at a particular disadvantage who had no or inadequate access to occupational guidance services. The target groups selected are listed in the appendices of the 12 national reports and the synthesis report as the aims and findings of the project - as stressed in the synthesis report - can only be viewed in the context of the interrelationships between the various elements. The national reports have been published in separate editions as certain readers are interested

---

[1] Occupational profiles and training in occupational guidance counselling, CEDEFOP, 1992, 12 national studies and synthesis report.
Educational and vocational guidance services for youth and young adults in the EC, European Commission, 1993, 12 national reports and synthesis report. As a supplement:
EUROCOUNSEL, Counselling and long-term unemployment, European Foundation for the Improvement of Living and Working Conditions, Dublin, 1992-1993, 6 national studies and synthesis report.

in specific target groups whose problems in finding training and work have supra-national features which are characteristic of other target groups which we selected.

This project was commissioned by Task Force: Human Resources, Education, Training and Youth as part of the PETRA 3 programme aiming to produce indicators for differentiated and demand-oriented occupational guidance practices and to create more offensive planning strategies to reach as far as possible those target groups which were excluded from guidance counselling for the reasons contained in the reports. New proposals are being formulated at present to prepare the gradual transition to the "LEONARDO DA VINCI Programme".

Enrique Retuerto de la Torre
Deputy Director

Gesa Chomé
Project Coordinator

I. INTRODUCTION 2

I.1 STRUCTURE OF THE REPORT 4

I.2 METHODOLOGY 5

II. BRIEF DESCRIPTION OF THE EDUCATIONAL/TRAINING SYSTEM AND OF AVAILABLE EDUCATIONAL AND VOCATIONAL COUNSELLING 7

II.1 MINISTRY OF EDUCATION PSYCHOLOGY AND COUNSELLING SERVICES 8

II.2 INFORMATION AND VOCATIONAL COUNSELLING SERVICES OF THE MINISTRY OF EMPLOYMENT AND SOCIAL SECURITY 11

II.3 INFORMATION AND EDUCATIONAL AND VOCATIONAL COUNSELLING SERVICES IN THE PRIVATE SECTOR 14

II.4 OTHER SERVICES 15

III. SOCIO-ECONOMIC SURVEY OF THE POPULATION OF THE SETUBAL PENINSULA 18

IV. GENERAL FEATURES OF YOUNG PEOPLE AGED BETWEEN 15 AND 27 24

IV.1 IDENTIFICATION OF TARGET GROUPS 30

IV.2 COVERAGE LEVELS AND ABILITY TO MEET NEEDS 32

IV.2.1 Target group 1: Young people in their 9th school year 32

IV.2.2 Target group 2: Young people who have completed their 9th school year and are attending vocational training schools 39

IV.2.3 Target group 3: Young people with or without school-leaving certificate attending alternative training courses (Ministry of Social Security/IEFP) 48

V. CONCLUSIONS 56

BIBLIGRAPHY 63

ANNEXES 65

I. INTRODUCTION

This national report forms part of a broader study covering the whole of the European Community being conducted for the Commission under the aegis of CEDEFOP - European Centre for the Development of Vocational Training - with the general title "Determining the need for vocational counselling among different target groups of young people aged between 15 and 27 in the European Union.

The creation of a single market with all its consequences in terms of the free movement of capital, goods and persons reveals certain shortcomings in the willingness to adopt these principles at both national and Community level. In the area of vocational counselling it is claimed that such shortcomings have been overcome thanks to the introduction of various programmes, policy measures and studies such as the present one. The practical application of the principle of free movement of people calls for a reappraisal of the role assigned to vocational counselling services as regards both their geographical scope and their ability to cope with clients' needs.

The objectives of the various national studies as set out in the first preparatory document issued by CEDEFOP in April 1993 is as follows:1

I. To identify and describe specific target groups in socio--economic, cultural and regional terms;

II. To offer information on patterns of educational and training activity and of occupational aspirations, expectations, and goals for the target groups;

III. To provide a summary of existing services and their utilisation making special reference to the groups of young people who do not use formal services but turn to alternative sources of information;

IV. To make suggestions for the development of vocational counselling with a European dimension to respond to the needs of the identified target groups.

Though mindful of the interest and relevance of the objectives stated in the context of the creation of single European market, it is important to make clear from the outset the difficulties that this has brought, whether because of the timetable set or because of the limited means available (restricted access to certain sources of information making it impossible to carry out specific studies that would have provided fuller answers to certain questions).

This study therefore, has confined itself to the sources of information available within the time allowed and for which no charge was made, and to the investigation of selected groups within a given geographical area. In fact, to accurately assess young people's requirements would call for studies using survey/interview techniques. This was not possible in the present case because of the expense that would have been incurred due to the size of the sample and the need to process information.

I.1 STRUCTURE OF THE REPORT

The report has five sections. The introduction and description of the methodology used (Section I.2) is followed in section II by a description of the main sources of vocational and educational counselling - the Ministry of Education, (II.1), the Ministry of Employment and Social Security and the Institute of Employment and Vocational Training (II.2), the private sector (II.3), and others (II.4).

Section III is a brief socio-economic survey of the population of the Setúbal peninsula.

Section IV gives a general description of young people between the ages of 15 and 27 and defines the target groups selected for the purposes of the report (IV.1) always by reference to the region chosen. Also discussed in this chapter is the relationship between supply and demand for each of the target groups - IV.2. Coverage levels and ability to meet needs. Point IV.2.1 covers group 1 (young people in their ninth school year), point IV.2.2 target group 2 (young people who have completed their ninth school year and are attending a vocational training school that comes under the Ministry of Education), and point IV.2.3 target group 3 (young people or may or may not hold a certificate attesting to successful completion of nine years' schooling and who are attending an alternative form of training organised by the Institute of Employment and Vocational Training).

The conclusions of the study and a few final remarks are set out in Section V. Annexed to the report are the guides used for interviews.

I.2 METHODOLOGY

As already mentioned, in carrying out this study we have used recent studies of selected target groups in a certain region of the country. The target groups chosen were as follows:

- **Target group 1 - Young people in their ninth school year (compulsory education).**
- **Target group 2 - Young people who have successfully completed nine years of schooling and obtained a school leaving certificate and who are attending a course at a vocational training school that comes under the Ministry of Education.**
- **Target group 3 - Young people who may or may not hold a certificate attesting to successful completion of nine years' schooling and who are attending an alternative form of training organised by the Institute for Employment and Vocational Training, which comes under the Ministry of Employment and Social Security.**

The region chosen for the study is the **Setúbal peninsula**, which we shall describe briefly below.

The procedure followed in gathering information for the present report was, for the various target groups:

Phase 1 - A documentary search of studies carried out on the subject-matter of this report

Phase 2 - Personal contacts and interviews with key sources of information, viz.:

TARGET GROUP 1

- Psychologists from the Psychology and Counselling Service of the Ministry of Education working in schools

- A research student/assistant lecturer at the Faculty of Psychology and Educational Sciences in Lisbon
- Psychologists from the Youth Institute and the Ministry of Employment and Social Security/Institute of Employment and Vocational Training.

TARGET GROUP 2

- Psychologists working for vocational training schools
- Specialists from the department of the Ministry of Education responsible for vocational training schools.

TARGET GROUP 3

- A counsellor at the Setúbal Employment Centre run by the Ministry of Employment and Social Security.
- A psychologist from the training centre of the Institute of Employment and Vocational Training

Phase 3 - Analysis of statistical data and field studies

- Educational statistics (1990/91/92) supplied by the National Institute for Education (INE) and the Ministry of Education
- Employment survey (INE)
- 1991 Population Census (INE).
- Vocational training school statistics - Department of Secondary Education

TARGET GROUP 1

- Reports of the Secondary Schools' Psychology Service (1989/90/91/92).

TARGET GROUP 2

- Interviews with 89 students at vocational training schools in the Setúbal peninsula
- Questionnaires completed for 29 students at vocational training schools in the Setúbal peninsula.

TARGET GROUP 3

- IEFP statistical report.

Copies of questionnaires and the guides used by interviewers are contained in Annex 1.

II. BRIEF DESCRIPTION OF THE EDUCATIONAL/TRAINING SYSTEM AND OF AVAILABLE EDUCATIONAL AND VOCATIONAL COUNSELLING

In order to explain the various forms of educational and vocational counselling available we shall first briefly describe the organisations or institutions to which each belongs.

In Portugal there are basically two kinds of official educational and vocational counselling services: namely the Secondary School Psychology and Counselling Service and the services provided by the faculties of psychology, which come under the Ministry of Education (II.1), and the vocational counselling service of the IEFP, which comes under the Ministry of Employment and Social Security (II.2).

There are also educational and vocational counselling services in the private sector which belong to personnel selection and recruitment firms or form part of the human resource departments of large companies (II.3).

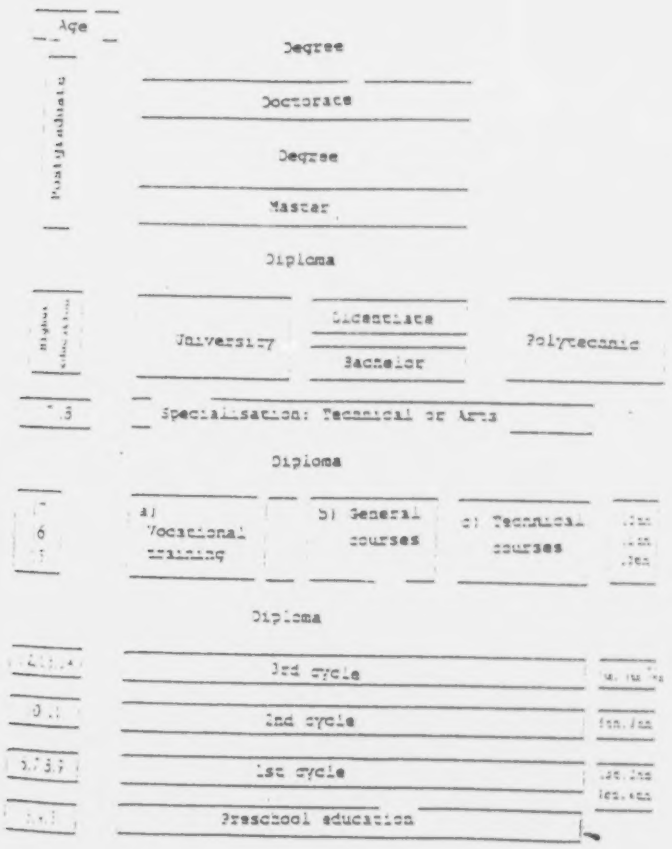
There are, again, other services resulting from local training or youth support initiatives; one of these is the Vocational Schools Youth Institute (II.4).

II.1 MINISTRY OF EDUCATION PSYCHOLOGY AND COUNSELLING SERVICES

The Portuguese education system as governed by the basic law and implemented by Decree Law No. 286/89, comprises three cycles of compulsory primary education, and three years of secondary education leading to higher education (3 - 5 years) or the world of work. Those completing their higher education can go on to acquire a master's degree or doctorate - both postgraduate qualifications which may be acquired at any age.

FIGURE 1

MINISTRY OF EDUCATION
Stages of education



Source: NOESIS Sept./Oct./Nov. 1993

BEST COPY AVAILABLE

Article 26 of the **Basic Law on Education**, which is headed "Psychological support and educational and vocational counselling" states that "Pupils receive support in their psychological development and educational and vocational counselling, as also psycho-pedagogical support in their school activities and relations with the school community from psychological and educational and vocational counselling services that are an integral part of regional school structures".

The Psychology and Counselling Units as they have become known since the academic year 1993/94 (formerly Educational and Vocational Counselling Service) have only been operating in secondary schools since 1983 (Departmental Norm. 194/A/83 of 19 October) and in the Faculties of Psychology and Educational Science of the Universities of Lisbon, Oporto and Coimbra).

These services, provided by counsellors trained in psychology and other vocational counsellors, are mainly concerned with pupils of between 14 and 17 years of age who are attending the third cycle of primary education or secondary school, the emphasis being on pupils in their ninth year, who have reached a stage at which they must decide whether to pursue a course of general studies or courses which are largely work-oriented (technical or vocational training schools). Counselling of this kind may also be extended to pupils from the 7th to the 12th year of school depending on the school's needs.

According to 1993 figures there are 293 educational and vocational counselling psychologists and 119 expert vocational counsellors working at national level, making a total of 412.

When the new Psychology and Counselling Units were set up under Decree Law No. 25/91 of 23 January 1991, cooperation between educationalists at central and regional level was reorganised. However the new system only came into effect in the current school year 1993/94.

Now any pupil attending compulsory education beyond the 7th year may take advantage of this service at his own school if it exists - which is not always the case bearing in mind the number of psychologists and expert counsellors compared with the number of secondary schools.

NUMBER OF SCHOOLS	NUMBER OF PSYCHOLOGISTS AND EXPERTS
997	412

(Preparatory, primary and secondary, and secondary schools)

Through their services to the public the Faculties of Psychology of the Universities of Lisbon, Oporto and Coimbra mainly serve a population of young university students and a smaller number of adults.

Persons having recourse to these services break down into three groups:

- Individuals in their 9th school year
- Groups in their 10th/11th/12th years of (secondary) school
- Groups of university students.

These groups apparently use the counselling services because of a need to redefine objectives.

II.2 INFORMATION AND VOCATIONAL COUNSELLING SERVICES OF THE MINISTRY OF EMPLOYMENT AND SOCIAL SECURITY

According to Decree Law No. 247 of 12 July 1985 (Art. 4C) the function of the Institute of Employment and Vocational Training (IEFP) is to "promote the provision of information, vocational counselling and professional retraining and the placement of workers with special reference to young people leaving the educational system and other, disadvantaged, social groups, the analysis of jobs, as also the geographical and vocational mobility of labour".

The IEFP offers an alternative training system for young people who have left the state education system and are aged between 14 and 24 having completed their 4th, 6th or 9th year of schooling. This group takes on a special importance for the apprenticeship programme - the initial sandwich training given to young people, further details of which are given in Annex 2.

Table 2
Sandwich training courses for young people
Pre-apprenticeship and apprenticeship programmes

Qualification (level)	I Pre-apprentice-ship	II		III
Minimum educational qualification	1st cycle of primary education (4 years of schooling)	2nd cycle of primary education (6 years of schooling)	3rd cycle of primary education (9 years of schooling)	3rd cycle of primary education (9 years of schooling)
School equivalent	2nd cycle of primary education (6 years of schooling)	3nd cycle of primary education (9 years of schooling)	Crediting of secondary education modules	Secondary education (12 years of schooling)
Duration	1-2 years	3-4 years	1-3 years	3-4 years

The Ministry of Education and Social Security, moreover, runs a vocational training programme for young people and adults with a variety of courses calling for different entry qualifications from the first cycle of primary education upwards. They include

- FURTHER TRAINING COURSES - Courses relevant to target group 1.

- QUALIFICATION PROGRAMMES - Appropriate to target groups 1 and 3.

- RETRAINING PROGRAMMES

- SPECIALIST COURSES

The basic functions of providing information and vocational counselling are carried out at these centres by vocational counsellors whose main clients are young people still within the educational system, young people expressing an interest in educational or vocational counselling, young people wishing to undergo an apprenticeship, young people seeking jobs, and adults with problems finding employment. The counsellors also assist with vocational training and placement.

These centres also have activities aimed at "specific sections of the population - the handicapped, prisoners and ex-prisoners, drug-addicts, the long-term unemployed and others who have more difficulty in fitting into society and work and who therefore need specialist assistance" (Marques, 1991).

Such services, therefore, are available to all young people over 14 with or without a final school certificate for their period of compulsory education who are looking for their first job or any kind of school education or vocational training.

The IEFP, through its job centres throughout the country, provides young people free of charge with the following specialised services:

. listening and guidance
. career information
. vocational counselling
. industrial medicine
. placement.

II.3 EDUCATIONAL AND VOCATIONAL COUNSELLING SERVICES IN THE PRIVATE SECTOR

These services are provided by private firms concerned with personnel selection and recruitment who offer educational and vocational counselling to any clients - normally aged between 12 and 18. They can also provide other services such as retraining. This is normally requested by employers, either for groups of people over 18 or individuals whose occupational profile is changing, generally because of changes taking place at their workplace.

Educational counselling is generally sought by wealthier people since, unlike the other services, it is not given free of charge. The number of private-sector educational counselling services is small compared with those provided by the Ministry of Education and the Ministry of Employment and Social Security and centres are usually situated in major cities, with the emphasis on Lisbon and Oporto. It is impossible to say how many firms offer this kind of service.

Such services may also be offered by firms not concerned with educational and vocational counselling but who have a training, selection and recruitment unit for their own internal purposes. These tend particularly to be firms with a larger workforce.

These services may be used by young people in all three of our target groups.

II.4 OTHER SERVICES

There are other bodies which provide educational counselling of a specific nature and which are connected with specific initiatives. These include:

- The **Vocational training schools** under the aegis of what is now the Department of Secondary Education. These, according to Articles 1 and 3ff of Decree Law No. 397 of 8 November 1988, are required "to cooperate with other public and private-sector institutions and specifically with the IEFP in preparing information aimed at young people, their families and schools and the community at large concerning occupational developments, the world of work and employment, bearing in mind the rapid changes taking place in society and in the economy". Because these schools are private and independent as far as courses and teaching methods are concerned, they may also provide pupils with educational and vocational counselling with a view to easing their entry into the working world. (These schools relate directly to target group 2).

- The **Centres for Youth Information**, which come under the President of the Council of Ministers and which have drawn up cooperation agreements with the National Commission of Psychologists and Educational and Vocational Counselling Counsellors with the following objectives:

  a) To assist young people in solving their problems
  b) To support personal career planning by making the young aware of their need for information
  c) To direct young people to other services where appropriate.

  Such centres, which are to be found in all the regional branches of the Youth Institute, began their activities in 1991. (Any of the target groups may use their services).

- The **Institute for Social Rehabilitation**, which comes under the Ministry of Justice and also provides educational and vocational counselling when asked. (This institute has a vague relationship with the target groups).

BEST COPY AVAILABLE

- The **Petra programme** which includes a number of specific projects aimed at organising information and educational and vocational counselling services at local level, involving the departments of the Ministry of the Education and the Ministry of Employment and Social Security, as also other independent bodies and trade associations.

To summarise and facilitate understanding of the system we give a table showing the various sources of educational and vocational training for young people of between 15 and 27 years of age who are involved in the educational system or the alternative system or who are already in work. The table shows that young people in the state education system have access to the services of the Ministry of Education, the Youth Institute and private services. Young people attending an alternative form of training (IEFP) may use the services of the IEFP - which come under the Ministry of Education and Social Security - of vocational training schools and of public-sector services (Youth Institute and private institutes). People already in work can use the IEFP services, those of the Youth Institute and private institutions - in the latter case often at the initiative of their employers.

TABLE 3

MAIN VOCATIONAL COUNSELLING FACILITIES AVAILABLE FOR YOUNG PEOPLE OF 15 - 27 YEARS AND THEIR USE

	Educational/training system				Employment system	
Young people	Educational system		Alternative/ educational training		On the job training	
Available	15-20	21-27	15-20	21-27	15-20	21-27
IEPF	-	-	x	x	x	x
M. of Ed.	x	x	-	-	-	-
Youth Institute	x	x	x	x	x	x
Private sector	x	x	x	x	x	x
Others (EP)	-	-	x	x	-	-

A description of the services available in Portugal will be found in the report by Marques (1991) "Estrutura dos Empregos e Qualificacões no Dominio da Orientação Profissional para Jovens e Adultos".

III. SOCIO-ECONOMIC SURVEY OF THE POPULATION OF THE SETUBAL PENINSULA

As we explained earlier, for the purposes of this report we decided to confine ourselves to the study of a particular region - the Setúbal peninsula - rather than to attempt to cover the country as a whole, for the following reasons:

- It made it easier to identify local agencies
- We assumed that local agencies would be better informed as to actual stituations because of their more detailed knowledge of the various groups and their vocational counselling needs;
- Differences between the various groups would be smaller because they were all from the same region. Differences would have been greater if we had attempted to study a given group for the country as a whole.

The Setúbal peninsula was chosen because of its economic difficulties due to the **decline of the development plan of the seventies**, which make retraining and vocational training there particularly important. It is generally fair to say that this region suffered from the failure of the development plan put into effect as from the second half of the fifties and based on specialisation as opposed to dependence. Specialisation in this case was in sectors of industry which were gripped by crisis from the second half of the seventies onwards - shipbuilding and repair, mechanical engineering, steelmaking and chemicals.

Following a series of specific interventions by the government in order to palliate the crisis, there came into being in 1986 what was known as the **Integrated Development Operation** for the Setúbal Peninsula, which was approved and implemented from 1990 onwards. This was an instrument designed and created by the Portuguese government and the Commission of the European Communities at considerable cost in order to help the region weather the crisis over a period of five years. In fact, this was the only chance of solving a crisis situation through the integrated economic restructuring of a territory in which the education/training vector, to which this study hopes to contribute, has a decisive role to play.

Despite the crisis the Setúbal peninsula has considerable potential both by virtue of its exceptional location and of the availability of labour, conditions favouring industrial diversification, optimum conditions for agriculture and improvements to the fishing industry and a variety of other attractions. The region offers considerable potential for the development of industry based on agriculture and fishing, manufacturing and tourism.

In 1991 the Setúbal peninsula had a population of 640.493, of whom 128.325 were young people aged between 15 and 27. The population breaks down more or less equally into male and female. About half the population are not natives of the region, coming mainly from the Alentejo region and the northern metropolitan districts of Lisbon.

Expansion in this region was therefore marked by considerable migration, initially at the time of the area's industrialisation and subsequently as the city of Lisbon developed, and with it the service sector. Today most of the active population are employed in trade, transport and public services.

This area is also notable for the traditionally low number of those working on their own account. Those in employment account for 87% of the active population while the percentage of those working on their own account is half that elsewhere on the continent.

Young people account for 20% of the population, more than half of these (58%) being young people of working age - with or without a job. The number of those in employment varies between the sexes, 52% of all young people between 15 and 27 are in work, whereas the proportion of young men in work is 64%.

However, the proportion of unemployed young people is high at 13% - 9% of men, 18% of women - compared with an overall 7% for the

region's working population as a whole. It is women, therefore, who suffer most from unemployment, particularly younger women and those seeking their first job.

The following table gives salient figures for the population. It is worth mentioning that 30% of the 15 - 28 age group are students, 34% in the case of women compared with 26% for men.

TABLE 4

ACTIVITIES OF THE POPULATION OF THE SETUBAL PENINSULA
BROKEN DOWN BY AGE AND SEX - 1992

	Total	Already employed	Seeking 1st job	Seeking new job	Working pop.	Proportion unemployed	Proportion employed
15-20 years							
men	46%	52%	20%	43%	50%	9.6%	61.2%
women	54%	48%	80%	57%	50%	17.5%	52.3%
sub-total	100%	100%	100%	100%	100%	13.7%	56.5%
men	48%	57%	20%	50%	56%	5.3%	56.6%
women	52%	43%	80%	50%	44%	8.5%	41.2%
Total	100%	100%	100%	100%	100%	6.7%	47.4%

Source: Employment survey

An analysis of the 15 - 28 age group in employment shows that:

- Educational qualifications are high. Almost a third of the population has completed the 2nd cycle of primary education or its equivalent.
- 26% of those in employment have reached a level of education corresponding to what is now the 3rd cycle.
- 22% of young people have received secondary education.
- Only a very small number of the population have been educated above the secondary level.

In the case of unemployed young people in the 15 - 28 age group

- Almost 43% have completed the 2nd cycle of primary education or its equivalent.
- There is almost no unemployment among people with educational qualifications above secondary level.
- About a third of this group have completed the 3rd cycle of primary education.
- Almost a third of unemployed young people are seeking their first job. In the case of women the proportion is 42%.
- Attendance by the unemployed of vocational training courses (vocational and art training courses at other than higher educational level as referred to in the employment survey) is very low; only about 8% of unemployed young people have attended some kind of vocational training course while the percentage for the group of unemployed as a whole is estimated at 5%.
- Training courses tend to be provided mainly for the 20 - 28 age group; only a quarter of the unemployed attending training courses are between 15 - 20 years of age.

According to the information provided by the training centres in the Setúbal peninsula, the imbalance between men and women in terms both of employment and unemployment at all age levels is not reflected in attendance of training courses.

IV. GENERAL FEATURES OF YOUNG PEOPLE BETWEEN 15 AND 27 YEARS OF AGE

Young people in the age bracket covered by this study may be said to be passing through a period of complex psychological and social development. In what we may define as a first stage young people aged between 15 and 20 are by definition in a phase of vocational and personal development during which they have difficulty coping with their growing knowledge and experience of life.

The second stage, that of transition from school to the world of work, frequently occurs between the age of 20 and 27 and is always difficult and often frustrating for young people, even at a time of full employment. The young people who have the most difficulty finding a job are generally those who have benefited least from their school education because they left school without acquiring the minimum qualifications needed.

In the first stage young people have problems when faced with an educational and social system which requires them to make crucial choices affecting their future at a time when they are neither inclined nor have the necessary maturity to do so.

The two types of change (physical and cognitive), which generally take place during the second and third cycles of primary education are a significant leap forward in young people's development that opens up new vistas to them. At the same time, it calls for a considerable amount of rethinking on their part of themselves as persons and of their relationship with parents and peers, to enable them gradually to become independent. While this is happening society's expectations of them also change, particularly as regards their ability to do a job of work and establish a life for themselves independent of their family of origin.

Bearing in mind these changes, which are crucial to a person's harmonious development, there are a number of objectives that have to be aimed for during this period of a young person's life as part of their necessary development. These include the

acceptance of their physique and appearance and an adequate use of their body, the development of a sexual identity, a psychological identity and a sense of being in control of their own lives, establishing new relationships with peers of both sexes, loosening the emotional bonds that tie them to their parents and other adults, developing new intellectual abilities, establishing a scale of values, establishing a plan of life that includes the occupational dimension and developing the ability for self-fulfilment through productive work, acquiring knowledge and developing the attitudes and abilities necessary for life in a democratic society and preparing for a stable emotional relationship (Santos, 1985).

If we try to analyse one of the objectives mentioned - the establishing of a plan of life that includes the vocational dimension and the ability for self-fulfilment through productive work - we realise that it is inextricably interwoven with other fundamental questions - of self realisation, human relationships and personal identity which the young people are undoubtedly grappling with at this particular time.

This means that one of the chief concerns of school education and vocational training should be to help young people develop their intellectual and social abilities and skills with a view to acquiring academic and subsequently vocational qualifications in order to be able to do a job for which they are paid, thereby securing the financial base for an independent adult life.

The questionnaire used for young people between 15 and 19 in the Setúbal peninsula as part of a project concerned with "The motivation of young people vis-a-vis work" (Lima, 1986) identified four groups of young people:

- Young people in their ninth school year who are completing their period of compulsory secondary education and have not yet made a vocational choice (40 subjects).

- Young people in their 11th school year who have already started secondary school and have opted to follow a vocational course (40 subjects).

- Young people who have attended vocational training courses run by the Institute of Employment and Vocational Training (IEFP) (39 subjects).

- Young people who are in paid employment during the day and pursue their secondary school studies in the evenings (40 subjects).

The survey found that young people's attitude to school differed considerably from one group to another:

- Those young people attending IEFP vocational training courses and those in their ninth school year have a positive attitude to school as a source of vocational training. The first group value the possibility of increasing their knowledge and special skills while the second appreciates the importance of a formal qualification when seeking to enter the world of work.

- Young people in their 11th school year tend to have a rather more negative attitude because they doubt that school offers suitable preparation for work.

- Young students already in jobs do not express any opinion of the preparatory vocational training that school can give them, considering it useful merely in order to obtain a better job and better wages, thus looking at it from the standpoint of social mobility.

The study concluded:

"School has an important function as a means of socialisation in which young people can develop a consciousness of their own identity. The different attitudes to school and work found among the various groups we studied are explained by the different ways in which they identify with their school and the job prospects it offers them.

The group of students with a general but more definite identity as students are those attending vocational training courses. They are also the ones who have a more conventional view of work.

The young people in their 11th school year are those who tend to view school more critically and who, like the young people in their ninth school year, see work as a form of self-fulfilment.

Contrary to what one might suppose from the comments made at the beginning of this section, the view of work conveyed by the young people is dominated by adult values; they see it as necessary for self-fulfilment. This applies even to those in their 11th year of school with fewer chances of finding a job, who instead of considering work less important idealise and project into their working future the frustration they feel at school." (Lima, 1986).

During the second stage - the transition from school to work - the build-up of pressures on an individual which oblige him to adjust to new situations encourages the development of social attitudes of increasing complexity. A specific example is that of young people who remain in education and are consequently financially dependent on their parents while, paradoxically, acquiring civic rights at an early age.

During the final cycle (ninth year) of primary school, when pupils are around 15 years of age, the most important milestones in vocational development consist in acquiring the basic habit of academic study, gaining skills, and adjusting attitudes so as to be able to assess personal qualities and abilities in their relation either to academic study or to the world of work and the professions.

If a young person copes successfully with this process he will generally be encouraged to pursue a course of training, the degree of success deciding which type of training he embarks upon and whether it is one leading to higher or simply middle-level qualifications. The inability to cope with this process, on the other hand, frequently discourages young people from continuing their education and instead makes them liable to rush into a job too early and without due reflection.

It is certain, however, that the decision to leave school and try to get a job immediately is not prompted merely by a lack of academic success but is also a consequence of technological and economic under-development, the limited training opportunities available and the constraints of family obligations (Imaginário, 1990).

These considerations apply to the young people in our target groups living in the Setúbal peninsula, for whom when it comes to educational and vocational counselling **individual factors and personal characteristics** such as sex, intelligence, exam results, interests, abilities and values, and job aspirations and expectations together with **factors and characteristics of the immediate environment** - family, peers, neighbours - are especially relevant and may well reinforce the influences already mentioned.

Institutional factors such as the school environment, importance attributed to the different school subjects, educational and vocational guidance facilities etc. and others such as social milieu and the socio-economic and cultural framework with which the supply and demand for training and jobs is assessed also decisively influence the process of educational and vocational counselling.

Generally speaking we can identify the following groups:
- Young people who successfully complete their primary education, opt for a vocational course in their ninth year and go on to secondary school or further education.

- Young people who complete their primary education with more or less success and go on to further studies only at the vocational level within the school or vocational training system.

- Young people who begin primary school and either complete it with difficulty if at all, do not continue their education and look for a job as a form of occupation and self-fulfilment with money playing an important role because of parents who do not appreciate the value of education and do not want to see their offspring wasting time with books when they could be out at work.

When we see that of young people between 15 and 28 years of age who are in employment only 26% have successfully completed the third school cycle and only 22% secondary school, while very few young people go on to higher education, we must conclude that their path is not easy.

As they follow their various paths through the system it is not surprising that their circumstances of life are decisive, not only for the level of their job expectations but also for the ability to realise these expectations through their academic performance (Fontained, 1987).

In order to understand better the individual paths followed by young people in the Setúbal peninsula it is worth looking more closely at their different circumstances of life. This was not possible because it did not form part of the project and would have called for specific research methods.

IV.1 - IDENTIFICATION OF TARGET GROUP

In view of the reference framework for this study as discussed at the first meeting in April 1993, the target groups we selected are situated in the fourth quadrant and with different positions relative to the axis defining socio-economic inclusion/exclusion. We may perhaps highlight, by virtue of their position on the extreme righthand axis, those who are attending courses at vocational training schools and who already hold a primary school-leaving certificate and who are the target of a counselling/guidance scheme. However, all the groups may be described as being socially integrated in one of the training vectors currently in existence in the Setúbal peninsula, apparently intending to remain settled there, in contrast to their parents. These young people, perhaps because of their social and geographical visibility (despite recent efforts to introduce the European question into school curricula, in 1990 young people in Portugal were those displaying least knowledge of the other member states) take minimum advantage of the possibilities available for training and/or job placement in a large area such a Europe.

The previous generation was notable for its active migration both within Portugal and abroad. This also implied a greater degree of social mobility (population positioned in the first quadrant defined by the proposed axes) given their low social status and educational and training levels.

The general rise in educational levels in which they were involved testifies to these generations' sense of the need to improve themselves, aware that their chances of obtaining a job were linked to changes in the production system where there was a crisis on the land, a crisis in various sectors of industry, and a shift towards a more service-oriented economy, as also to employment policies.

In accordance with the objectives previously defined and the research carried out, we identified the three target groups already described:

1. Young people in their ninth school year.

2. Young people who have successfully completed nine years of schooling and obtained a school-leaving certificate and who are attending a course at a vocational training school that comes under the Ministry of Education.

3. Young people who may or may not hold a certificate attesting to successful completion of nine years' schooling and who are attending an alternative form of training organised by the Institute of Employment and Vocational Training that comes under the Ministry of Employment and Social Security.

The target groups were chosen having regard to the data available and possible difficulties connected with the supply and demand for educational and vocational guidance by the population, but basically on the following criteria:

- School qualifications closely linked to the stages at which counselling activities theoretically come into play and the different moments for starting work.

- A distribution of young people among the various alternative training schemes, showing the model recommended by the vocational training schools that has recently been implemented in new areas of training for semi-skilled and skilled technicians - as aspect of particular importance in the Setúbal peninsula.

One point that should be made at the outset is that discussing young people in general means ignoring the genuine complexity of the various groups. Groups related by a common framework of interactions with family and social origins and/or similar personal strategies but with different values, practical symbols and problems spread more or less over the whole age group of individuals.

IV.2 COVERAGE LEVELS AND ABILITY TO MEET NEEDS

IV.2.1 Target Group 1: Young people in their 9th school year

Within the state education system, educational and vocational counselling is given mainly to young people in their 9th school year - at the age, therefore, of 14 to 17 - because they have reached a crossroads within the Portuguese educational system.

An analysis of the sample of 10 groups of pupils in their 9th school year showed only a small percentage (20%) to have some idea of the career path they wished to pursue or of the information needed in order to take a decision.

Psychologists talk in terms of two main groups:

a) Young people who plan to achieve something and go on to higher education but do not know what to do in order to realise their plans

b) A second group who do not, apparently, have any idea of planning the progress of their career, are unable to identify the stage which they have reached (9th year) nor to define the sequence of studies to follow.

These young people tend mainly to seek out informal sources of information such as **friends, teachers and family.**

Factors negatively influencing young people's choices are generally the existence of vocational stereotypes within their own family, financial difficulties, the area in which they live and a lack of resources.

Our analysis of statistical data for the secondary schools in the Setúbal peninsula based on the Inventory of Vocational Maturity and covering a random sample of 67 pupils reveals that young people's choice of job or profession generally falls into one of the following groups:

	No. of choices
- Computer and other engineers	11
- Managers, bankers, lawyers	10
- Teachers	9
- Doctors, veterinary surgeons, biologists, agronomists	7
- Secretaries, translators	7
- The armed forces and related activities	6
- Sociologists and psychologists	3
- Writers and photographers	3
- Journalists	2
- Hairdressers	1

The job aspirations of these young people are clearly high given that the four most popular choices of occupation involve higher education and are linked to higher earnings and a higher social status. This set of choices represented about 60% of total replies. It does not correspond to future reality since, as we know, the percentage of those in the Setúbal peninsula with higher-level qualifications is low. The remaining groups generally opted for less socially prestigious occupations involving shorter periods of training.

However, having stated which type of job they would like to have, young people reveal a complete lack of knowledge of what the job involves and often have very little knowledge of the jobs their parents do.

As far as expectations of the benefits deriving from Portugal's membership of the European Union were concerned, pupils did not seem to have much idea of what this move involved, the consequences it could have for their careers, or the possible relationship between their present attitude to school and their future attitude to their job. There are no expectations, the subject does not enter their sphere of thinking.

Requests for educational and vocational counselling by young people reaching their 9th school year - the moment at which the Portuguese education system calls for a crucial decision - tend to centre on the choice of a job or profession, and the need to know their own abilities through testing. Young people at secondary school are confronted with the difficulties of decision-making and indecision in making plans. At university level problems relate more to adjusting to the first year at university, switching from one course to another, rethinking career plans and making specific choices within a course framework.

We found that in the higher age groups many more young people tend to have more definite career plans for the medium to longer-term, even though a certain pessimism tends to be encountered among young people in their 11th year. This could well be explained by circumstances that ultimately oblige them to make a choice more or less at random. The group of young people reaching this level are already the product of a choice made by the educational system itself, which leads a significant number of pupils to abandon their school career.

According to the education figures for 1990/91 and 1991/92 given in Annex 7, the number of pupils abandoning the system in Setúbal was high. The highest figure comes exactly at the transition from the 8th to the 9th year and the 9th to the 10th year of schooling.

TABLE 5

Pupils enrolled in official, private and cooperative schools in the Setúbal Peninsula 1990/91 and 1991/92

Educational level	Enrollment Official		Private/Coop.		Totals		Differences between levels		Differences between 90/91 & 91/92
	90/91	91/92	90/91	91/92	90/91	91/92	90/91	91/92	
7th	17689	12116	356	249	18045	12365			- 5680
8th	16956	11766	324	223	17280	11989	-765	-376	- 5291
9th	14973	10498	292	174	15265	10672	-2015	-1317	- 4593
10th	12960	9445	151	108	13111	9553	-2154	-1119	- 3558
11th	11702	7714	133	96	11835	7810	-1276	-1743	- 4025
General secondary school course	4278	3078	483	341	4761	3419	/	/	- 1342
Supplementary secondary school course	6555	5220	738	616	7293	5836	/	/	- 1457
Technical course	4470	2313	-	-	4470	2313	/	/	- 2157
Technical/ vocational courses	2468	2143	-	-	2468	2331	/	/	- 137
Vocational courses	106	13	-	-	106	13	/	/	- 93
Total							-6210	-4555	

* Vocational training courses ceased

This finding is not divorced from the fact that the 9th year is the last year of compulsory schooling and that progress on to the 10th or 11th year involves some weeding-out.

The figures show that a large percentage of pupils leave school at this point. However, no figures are available for the employment/unemployment situation or other possible situations in which these young people find themselves. In Portugal a person who has not completed compulsory schooling is obliged to take a low-grade job that is usually badly paid.

An important finding is that the number of pupils enrolled for the 7th school year in Setúbal in 1990/91 was 18.405, whereas those starting the 8th year in 1991/92 numbered only 11.989. This brings to mind the large percentage of pupils leaving school before completing compulsory schooling. Those beginning the 9th year of school in 1990/91 totalled 15.265, whereas only 9.553 began the 10th year in 1991/92.

Also worth noting is the decline in the number of pupils at the different educational levels between 1990/91 and 1991/92. The sharp drop in the number of those attending vocational training courses (one year plus six months' practical experience after the 9th year) may be seen as the beginning of the abandonment of such courses in 1991.

This approach should be applied for other school years, combining various types of information, such as admissions to other types of training in order to show the true percentage of those abandoning the regular educational system. For various reasons we are able to offer only approximate figures for two school years.

In 1989/90 and 1991/92 a sample of pupils from 12 schools in the Setúbal peninsula having psychological and counselling services reveals that of an average of 218 9th-year pupils per school 143 pupils were given counselling. In other words, an average of 65% of pupils in these schools were given specialist assistance even

though only 70% of them persevered with counselling to the end. It should also be pointed out that only a third of existing schools do not have a service of this type.

TABLE 6

PUPILS' ATTENDANCE AT EDUCATIONAL AND VOCATIONAL COUNSELLING SESSIONS - SCHOOLS SELECTED FOR THE SCHOOL YEARS 1989/90, 1990/91 AND 1991/92

SAMPLE 1989/90

Secondary school	Total No. of pupils	9th year pupils	POC pupils	
			Enrolled	Average attendance
Monte da Caparica	1 803	376	215	62%
Fogueteiro	1 918	366	240	88%
Sebastiao da Gama	2 951	308	145	116
Do Viso	1 193	155	148	77%
Emidio Navarro	2 210	266	Information sessions only	
De Palmela	963	209	105	-
Da Moita	1 892	300	195	85%
Bela Vista	1 243	150	105	35%
Total	14 173	2 130	1 153	

SAMPLE 1990/91

Secondary school	Total No. of pupils	9th year pupils	POC pupils Enrolled	POC pupils Average attendance
No. 1 Seixal	2 245	312	184	153
Do Barreiro	3 250	228	112	-
Do Viso (Setúbal)	1 573	205	153	-
Da Moita	1 945	305	212	106
Bela Vista (Setúbal)	1 205	178	130	-
Pinhal Nova	1 210	260	245	188
St. Antonio (Barreiro)	1 221	345	220	193
Total		1 833	1 256	

SAMPLE 1991/92

Secondary school	Total No. of pupils	9th year pupils	POC pupils Enrolled	POC pupils Average attendance
Monte da Caparica	1 600	200	131	84 (completed)
No. 2 Corroios	650	125	92	-
Da Bela Vista	1 167	172	97	81%
Do Viso (Setúbal)	1 762	304	242	
Total		497	320	

An analysis of the opinions voiced during the interviews show that young people seeking assistance require counselling mainly in connection with

- . the choice of career
- . apprenticeship difficulties
- . how to deal with job-related bureaucratic procedures
- . information on alternative forms of training or possibilities of further education
- . help in making personal plans
- . specific requests for psychological ability testing.

Less frequently the services are requested to assist people who suffer from anxiety during exams or who have difficulty in fitting into the school or community.

At institutional level growing recourse to such services is being resisted by the counselling units of secondary schools and those of private firms, as also by the Youth Institute and employment centres.

IV.2.2 Target Group 2: Young people who have completed their 9th school year and are attending vocational training schools

The vocational schools set up in 1989 in accordance with Decree Law No. 26 of 21 January 1989 cover a very specific group of students with the following general characteristics:

1. - Young people from a low social and economic environment
2. - Young people who have been notably unsuccessful at school or who have interrupted their education for a year or more
3. - Young people wishing to start work as soon as possible with a vocational qualification and who tend to be over 20 years of age.

Interviews and questionnaires completed by young people who entered some of these schools in 1990, as also the data culled from the interim report "Qualitative aspects of sandwich training", which is based on a study carried out by the Faculty of Psychology and Educational Science of the University of Lisbon in 1993 on students who also began their courses in 1990, show that 30.5% of the young people tend to come from working-class families, 15.3% from both the employed and self-employed lower middle-classes, 13.6% from the families of middle-grade technicians, and 5.1% from wealthier entrepreneurial classes.

An analysis of interviews showed that most of the young people (67.2%) were born in the Setúbal area, with 12.3% coming from the former colonies, although their parents came from other parts of Portugal (north and south). This is typical of this region and underscores the regional mobility of the parents, who were forced to move from former colonies in search of a better life.

An analysis of the interviews we ourselves conducted and those described in the study referred to shows that 83% of those questioned had already had to repeat a school year. This confirms that the young people who attend these schools tend to have been academically unsuccessful or are dissatisfied with the formal education system and wish to start work as soon as possible:

"I came here because I failed class exams twice".
"I failed three times, at the 6th, 7th and 8th year".
"I didn't like school and I was fed up with school".
"Because I wanted to complete the 12th school year and get a final certificate".

According to more recent figures for Portugal as a whole (Marques, 1993), 20% of the population have interrupted their studies for a year and 12% for two years or more.

The number of young people over 20 attending these three schools (64%) may serve to indicate the lack of academic success and at the same time the need to which we have referred to start work as soon as possible.

Age groups of young people interviewed

15 - 19	20 - 24	25 - 27
32	47	10

It was found that 64% claimed to have a fair command of English and 42.6% of French. Only 21.3% claimed a good command of English and 7.8% of French, which is an indicator of mobility within the EU.

In 44.4% of cases reference was made to an existing job, even if only sporadic, reflecting strong motivation to start work in order to gain independence from the parents - a feature not recorded in the case of young people passing through the traditional school system.

The figures for the last two years show a greater attendance of such courses by young people from middle-class families who have been more successful at school, tend therefore to be younger, and whose course of education has been normal.

Analysis of available vocational training school figures shows that the number of young people choosing to pursue their secondary education via this route has increased over the past four years. This type of education is particularly sought after by males (710) but there is a significant number of young females (482).

BEST COPY AVAILABLE

Number of pupils at vocational training schools in the Setúbal peninsula

School year	No. of pupils
1991/92	242
1992/93	372
1993/94	578
Total	1192

According to specialists responsible for supervision of the vocational training schools in Setúbal whom we consulted in order to discover what led young people to enrol in such courses and how they were guided towards them, the reasons are generally:

- Lack of success in the formal educational system coupled with a desire to try out another form of course.
- Young people who come from poor families and thus prefer a course that enables them to start work as soon as possible, and goes hand in hand with a degree of financial assistance (subsidised meals and transport).
- The young people tend to be older and more mature and thus better able to select the type of vocational course that suits them.

Another factor concerns the actual nature of courses, which provide training for specific occupations that is not available in the formal educational system. This is confirmed by the growing number of enrolments in the four years since these schools came into existence and the diversity of courses offered in very specific vocational fields - such as music or marketing and public relations - which traditionally have only existed at

the level of higher education The following table shows the variety of options that have recently become available to young people through the vocational training schools in the peninsula, and the choices they made.

TABLE 7

AVAILABILITY OF TRAINING IN VOCATIONAL TRAINING SCHOOLS

Number of pupils enrolled per course/year in vocational training schools in the Setúbal peninsula, school year 1992/93

COURSE	Year 1	Year 2	Year 3	Total
Electronics/industrial instrumentation technician	22	20	15	57
Chemical industry technician	22	22	18	62
Computer management technician	0	22	24	46
Commercial services technician	19	0	18	37
Designer	19	0	0	19
Hotel/reception technician	0	19	0	19
Book-keeper	0	18	16	34
Computer management technician	0	23	0	23
Communication, marketing, public relations, advertising technician	0	24	18	42
Entertainment and activities organiser/planner	0	14	20	34
Entertainment and activities organiser/planner	0	0	13	13
Managment technician	22	15	0	37
Library & documentation clerk (Position 11)	0	0	0	0

(Cont.)
1992/93

COURSE	Year 1	Year 2	Year 3	Total
Industrial hygiene & safety and environment technician	13	16	17	46
Management technician	16	0	0	16
Management technician	23	0	0	23
Environment & natural resources managment technician	49	24	0	73
Environment & natural resources managment technician	54	21	19	94
Environmental tourism technician	0	0	0	0
Environmental tourism technician	0	0	0	0
Activities organiser/geriatrics assistant	28	0	0	28
Instruments	9	15	0	24
Audio technician	0	0	0	0
Electronics/command technician	22	0	0	22
Chemical technician	16	0	0	16

Requests for educational and vocational counselling by young people already attending vocational training schools were analysed by means of 89 interviews and 29 questionnaires.

The questions asked were as follows

1. What were the motives leading these young people to enter the new system of vocational training schools?
2. How did they learn of their existence?

Typical replies to the first question were: "Because I was dissatisfied with school and because I like the subjects covered by the course". "Because it is a vocational course". "Because I found the course interesting".

The replies here would seem to indicate that choices are well thought out on the basis of a study of courses available and the possible results in terms of a career. However, when we analysed the replies to the second question we found that most (44) young people said they had been informed of the existence of such courses by friends and family members, while only six said that they had taken advantage of the educational and vocational counselling provided within the education system.

It would seem that the various educational and vocational counselling facilities are not utilised effectively by young people, who instead choose their courses and careers with the help of family or friends with whom they can share their fears and doubts as to their academic or working future.

This raises two questions: Firstly, how would this method be more effective and how far does it really help young people to find jobs? And secondly, how satisfied are these young people at the end of their vocational training courses?

The questionnaires showed that 15 young people were not satisfied. They stated:

"I thought that the course would be more practical and that it would give me more chance of finding a job".

A study by Margarida Marques (Marques, 1993) to which we have already referred found that a large proportion of young people

were satisfied with their school, merely stating that the practical component of the course was not up to expectations.

In our sample about a third of those questioned also said that the course came up to expectations and that they found it satisfactory. An analysis of the interviews showed that the number of people claiming to be satisfied increased for the courses in which there was was a large practical component, as in the case of mechanical engineering/maintenance, mechanical engineering/quality control, and electronics.

The interest shown in pursuing a career in the fields covered by the course is another indicator. 53.9% of young people said that they wished to work in the area covered by their course while a small number (19.1%) wished to go on to higher education or wished to pursue another activity in parallel (25.8%). At national level 35% of students at vocational training schools wished to go on studying while working at the same time, 20% wished only to go on studying and 31% wished only to work (Marques, 1993).

Young people would, therefore, seem to be highly motivated to opt for courses with a technical and practical component which allow them to "escape" formal school education with its emphasis on the theoretical as against practical everyday knowledge. This shows that in the case of the Setúbal peninsual young people are more inclined to look for a job after vocational training than in the rest of the country.

Turning to our question concerning the effectiveness of the method of choosing a course and its contribution to setting young people on the road to a career, it would seem that the method was effective even though young people did not have recourse to educational and vocational counselling. In our view this is due to the maturity of the young people we interviewed, who were over 20 years of age, and to their having reflected on their lack of scholastic success and their future occupation, plus their need to become independent of their parents.

We also tried to determine these young people's expectations of their future working career taking into account:

1. Job interests
2. Means of entering the job market
3. Preferred working areas.

On the subject of job interests we found that most young people (78.6%) wished to work in the area covered by their course, 65.1% stating that they preferred to be employed while only 9% expressed an intention to start work on their own account, indicating that they are very dependent on local firms and the jobs they have to offer.

At the time at which we conducted the interviews and circulated the questionnaires Auto Europa was the main focus of these young people's job expectations. They were very keen to work there because this was a new factory established in the Setúbal peninsula offering job prospects for a large number of qualified technicians (approximately 4,700), with wages above the average. The company offered an alternative to other firms who were already involved in restructuring or job-shedding to stay in the market.

The young people planned to try to get a job by sending their curriculum vitae to firms and replying to advertisements in newspapers, or planned to renew contacts made during their periods of practical experience. This strategy would indicate a well-developed social ability acquired in the course of schooling and work experience and equipping them to cope with job-seeking.

Concerning the preferred place of work, the majority (84%) said that they would prefer to stay in the area in which they lived, though some (38.2%) said they would not mind working for some time in Europe. Only 29.2% spoke of the Lisbon area, even though this was only 45 km distant. From this we may conclude that these

young people, most of them born locally, are not much interested in leaving the locality and show little enthusiasm for change and are not keen to move into Europe, except perhaps temporarily.

Turning to the matter of what counselling they were given, we conclude that this was a process of personal reflection with or without the assistance of others, whether friends, colleagues or family members but with little recourse to the counselling services available in their ninth school year.

This may be connected with the fact that, as is clear from the questionnaires and the interviews, most of these young people had already had some work experience. Of the 89 young people studied 44 have a job or had one at some time, even if only for a brief period, while six were in permanent employment.

All those attending vocational training schools benefit from a parallel vocational counselling, particularly at the level of personal reflection, knowledge of job prospects, and the transition to working life (preparation by practical work, enhancing job-seeking skills, knowledge of career progression).

In our view this assistance, coupled with work experience throughout the training course, helps to give young people a better knowledge of the jobs they are aiming for, while at the same time increasing their personal contacts and making it easier for them to acquire a greater knowledge of themselves and their work.

IV.2.3 Target Group 3: Young people with or without school leaving certificate attending alternative training courses (Ministry of Social Security/IEFP)

The IEFP figures for 1992 reveal the existence of a significant group of young people aged between 14 and 24 whose immediate need

is not so much for educational and vocational counselling but with finding their first job or a vocational training course or sandwich-type apprenticeship.

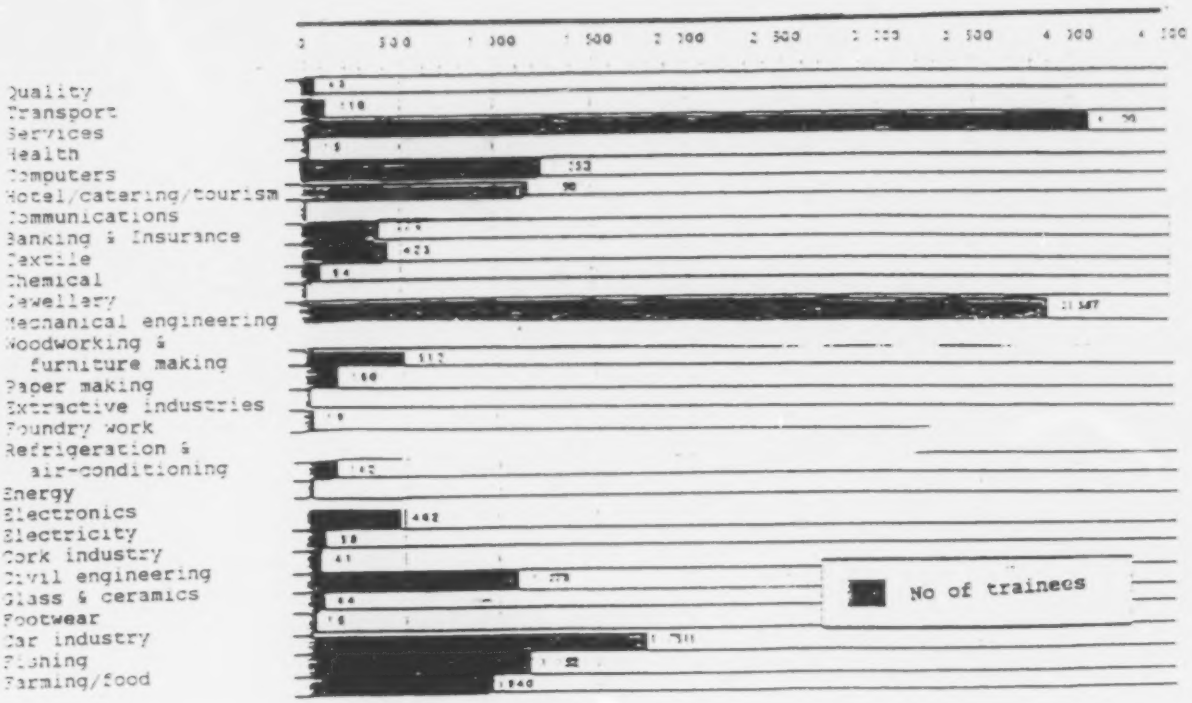
In the opinion of one vocational counsellor, vocational training, whether obtained by apprenticeship or a qualification course - which will depend on age and the level of education or training - is the greatest asset young people can acquire, despite the fact that vocational qualification courses, being aimed at young people over 18, have no academic equivalent. Reference was also made to vocational counselling in the form of group information sessions designed to help young people to choose an occupation for which courses are available at these training centres or elsewhere. Most of the young people in this group are from lower socio-economic and cultural environments and generally come from areas A and C of the state education system (natural sciences and economic studies). They tend to be aged between 14 and 19 and looking for courses concerned with the service industries and mechanical engineering - which seems to point to false job expectations, given that few jobs are available in this area and placements are very difficult.

The chart below shows that when one considers the number of people training for each type of job, the same applies at national level. Figures used are those for the IEFP/92 apprenticeship programme.

APPRENTICESHIP

No. of trainees per job area 1992

Occupational areas



Another group of young people is that awaiting university entrance and seeking to occupy the time with short courses in the same areas as those followed during their 12th year at school.

Given the poor job outlook and the school qualifications needed the particular attraction of the service sector to young people seems to lie in the fact of working in an office or the like which makes the job more appealing than those of their parents, most of whom are workers with no particular skill. This reflects high expectations of working life and to some extent is out of line with the realities of the job market.

Young people who have completed their 12th year of schooling, especially those who have done so through the formal school

system would seem to be particularly keen to attend a course of vocational training enabling them to secure a job and start working regardless of whether they subsequently plan to embark on a course of higher education.

As far as expectations concerning employment within the European Union as a whole are concerned, the latter could to all intents and purposes not exist. Although young people are aware that courses are equivalent to those of the European Union and that there are possibilities of undertaking training at Community level in certain fields - such as robotics, welding and engineering - no details are known.

Most of the young people attending alternative training courses tended to request vocational counselling in order to obtain a first job with or without recourse to training courses.

Since most of the young people taking advantage of the alternative training system came originally from the formal school system which, as explained in section II, provides a degree of vocational training from the 10th year (existing vocational courses) or from the 12th year (technical/ vocational courses and vocational training schools) they tend to be channelled towards the apprenticeship system to enable them to enter the world of work more rapidly with a vocational as well as a scholastic qualification.

According to available IEFP figures, 3,490 young people aged between 14 and 19 and 1,744 young people between 20 and 24 in the Setúbal peninsula utilised the counselling services in 1992. This indicates a greater recourse to such services on the part of younger people, regardless of whether they have successfully completed their compulsory schooling (see IV.1).

Of the 5,234 young people in this age group, therefore, approximately 2,500 are seeking their first job. This would seem to indicate that a large number are not interested in pursuing a course of higher education but in starting out on a career.

During 1992 the IEFP set 1,355 young people on the road to a career through its apprenticeship scheme, which is open to young people between 14 and 21 who have completed 4, 6 or 9 years of schooling. Some 25% of the 5,234 therefore opted for this course.

Since, however, the figures available do not show a correlation between this data and the Ministry of Education figures for those who abandon school (referred to in IV.2.1), we imagine that many of these young people must have entered the apprenticeship system.

Only 250 young people sought educational or vocational counselling through the Vocational Counselling Service - a very low figure representing 18% of the total of young people and students who used the employment centres.

There would thus seem to be a very large group of young people, (about 5,000 in 1992) aged between 14 and 24 who do not use the service for vocational counselling but for help in finding a first job and/or a sandwich-type apprenticeship or vocational training course, most of them being channelled into the latter system.

This raises another question:

- Could it be that young people are so well informed as to the choices available to them and the outcome in job terms that they do not need educational or vocational counselling?

The number of young people seeking help from other sources of educational and vocational counselling before turning to the official services would not seem to be significant judging by the wide-ranging ignorance of the scholastic and vocational outcomes. Even so, some young people may have used the counselling service of their school, or the service of the Youth Institute, or may have consulted people they knew who possessed more information. From this point of view friends seem to play a dominant role, with information being passed on from one young person to another, and as is well known, at this age such advice greatly influences decisions. The media, although less influential, is also an element to be taken into consideration.

The Youth Institute was another official body to which young people could apply for help with their scholastic and vocational decisions. We found through the data made available by the Setúbal branch that 130 young people had recourse to this service in 1992 requesting educational guidance and counselling. This is equivalent to 13.2% of the total number of people given counselling.

This figure is low compared with the percentages recorded by other centres (Braga - 72.6%, Faro - 79.0%, Guarda - 27.8%), which led us to pose a number of questions concerning

- the way in which the service is publicised
- the counselling methods used
- the interest of young people in this region
- the good coverage of other services (Ministry of Education, Institutes of Employment, vocational training, private firms).

An interview with one of the psychologists of the Youth Institute revealed that 80% of requests from young people are for vocational counselling while the remaining 20% are for educational counselling (apprenticeship difficulties and development problems).

In the psychologist's opinion the young people have little knowledge of what the service seeks to provide and have very vague expectations ("... I want to do the tests ...") which after counselling has started translates into a need for help in choosing a vocational option after the 9th year.

Most of the young people seem to have little idea of the prospects offered by a given job option or school course or at least have difficulties in expressing them, merely referring vaguely to an area or group of courses after the 9th year.

This psychologist named as the main services providing counselling for young people when they have to decide which course of study to pursue after the 9th school year:

- The Psychology Services of state schools
- Employment centres
- The Youth Institute
- Discussions with teachers and education and careers professionals.

However, the psychologist from the employment centre does not think that the decisions reached are the result of a detailed analysis of all the training offers available through the various systems and considers that this is only done within a specific area of interest.

Positive factors mentioned as influencing young people's choice are personal aptitudes leading them to look more closely at career possibilities. Negative factors are a general lack of

interest in school which is reflected in a lack of interest in a future career. Here outside influences such as family members and teachers apparently have more influence.

Young people seem to show a preference for the study of arts subjects so as to avoid mathematics, which sometimes results in the wrong choice of career. In cases where they need to redefine their career, they approach the vocational counselling service or talk to colleagues who made a different choice and make enquires of the educational service about the possibility of obtaining equivalent qualifications.

Expectations raised by Portugal's membership of the European Union would seem to be non-existent. This was confirmed by the employment centre psychologist.

The psychologist we interviewed had no knowledge of the percentage of young people using these services as compared with the total education population of the district but said that if young people did not use the service it was because they had definite ideas or made a choice at random or with the help of friends, who on occasion only pass on vague information.

The service of the Youth Institute would seem to be used mainly by young people whose schools do not have an educational and vocational counselling service and who are unaware of the service provided by the IEFP.

In summary, therefore, the sources of advice most used by these young people are family, friends, the psychology service of the school they attend, and - increasingly - CUPAV, the student forum in Lisbon.

V. CONCLUSIONS

This national report, which is a contribution towards determining the need for educational and vocational counselling among the various target groups of young people in the 15 to 27 age group within the European Union, is based on research into the social and economic realities in the Setúbal peninsula and the determination of the need for educational and vocational counselling among three identified target groups.

In order to carry out this study and in line with the objectives previously set we identified the following target groups:

1. **Young people in their 9th school year**

2. **Young people who have successfully completed 9 years of schooling and hold a school leaving certificate and who are attending a course at a vocational training school that comes under the Ministry of Education**

3. **Young people who may or may not hold a certificate attesting to successful completion of 9 years' schooling and who are attending an alternative form of training organised by the Ministry of Employment and Social Security/Institute of Employment and Vocational Training.**

In Portugal the educational and vocational counselling needs of our target group (young people between 15 and 27) are mainly met by two official systems - those of the Ministry of Education and of the Ministry of Employment and Social Security.

The young people within this age group are notable for the fact that they are passing through a period of complex psycho-social development reflecting the difficulties they encounter in coping with new experiences, situations and information. Again, transition from school to the world of work poses difficulties and is very often frustrating for young people, who in the case of the Setúbal peninsula have great difficulties with the labour market supply/demand situation.

Young people in **target group** 1 seek assistance from the counselling and counselling services mainly between the ages of 14 and 17 when they are in their 9th school year, which marks a cross-roads and calls for decision-making.

We found that young people's expectations of counselling were of immediate results and that they were seeking information and rapid solutions to help them make a decision with which they were faced, while resisting involvement in a longer-term process of structuring their school and vocational career. This group has specific characteristics and needs at the level of

- Information about courses - alternative means of pursuing studies
- Knowledge of jobs and what they could lead to
- Self-knowledge
- Redefinition of career plans
- Information about the job market.

At the level of the secondary schools able to offer psychology and vocational counselling services in the Setúbal peninsula (two-thirds of existing schools) figures show a coverage of 60% of 9th year pupils. However, it should be noted that only 70% of these complete the counselling process. There is a rate of 30% absenteeism at counselling sessions explainable by the discrepancy between young people's wish for immediate replies without becoming involved in a medium-term process and also by the fact that counselling takes place outside school hours and is not compulsory, while its objectives are not always well explained to pupils and grasped by them. Young people prefer to attend single sessions at given times, such as the end of the school year when the need to take a decision is approaching.

The young people in target group 1 may also have recourse to other services (IEFP, Youth Institute, private sector) although the numbers indicate that only an insignificant percentage are dealt with by these services.

Target group 2, young people attending vocational training schools, may be considered as that best covered in terms of vocational counselling. They are also the group displaying least ambivalence in their career planning since when they choose this training option it is becuse they have a clear concept of their occupational profile, even though some of them may think of going on to higher education, possibly while working.

We should point out that the vocational training schools came into being in 1989 and laid considerable stress on the practical component of their courses while aiming to meet the aspirations of young people who were hoping for a rapid entry into working life, devising strategies for advising them. Most of the vocational training schools have a technical specialist to follow up these young people and organise periods of practical training, and absenteeism from such counselling sessions is insignificant, in contrast to the situation with target group 1. This is due to the substantial practical component of courses which make it easier for students to acquire an in-depth knowledge of their future occupation, the greater maturity of the students who are aged between 18 and 24, as also to the need for counselling at a certain stage of the course.

In the case of **target group** 3, despite the lack of information concerning the young people with needs that should mainly be met by the services of IEFP, it is clear that recourse to counselling and guidance is low. It is estimated that only 18% of young people using these services received vocational counselling.

The selective nature of the counselling programmes run by the IEFP and the large percentage of vocational counselling activities carried out with groups would indicate that they besically involve a counselling/selection process, aimed at those seeking different types of vocational training who have been steered towards educational and vocational counselling with the aim of forming classes for various courses.

Indeed, young people using these services do so mainly in order to obtain the vocational or educational qualification which they have failed to achieve through the school system. They are frequently less concerned with making a good choice of a career than with obtaining a qualification that will enable them to get a job and start earning, and thus avoid suffering the implicitly acknowledged loss of social status.

We found that all the target groups seek other help apart from formal counselling, particularly the advice of other young people or members of their family or both. What is interesting is that to judge by the low levels of coverage of the official services and from surveys conducted among young people such advice apparently carries great weight.

Aware as we are of the risks inherent in such advice, which cannot be relied upon to provide accurate information, and without wishing to enter into a discussion of the factors that a vocational counselling process as described in point IV should involve, we consider that most young people in the Setúbal peninsula make choices leading them into occupations that could impair their future career development. It is quite clear that at a time of economic crisis the spectre of unemployment encourages people to accept jobs not always in accord with their qualification levels or social origin. At the same time, there is a tendency to find a job substitute, one of the most frequent courses adopted being to continue studying.

In the Setúbal peninsula with which we are concerned here, the Integrated Development Operation for the Setúbal Peninsula has had the effect of concentrating young people's expectations on the various projects involved because of the political discussion and media publicity surrounding the Operation and the few jobs otherwise being created.

From what we have said one can already pinpoint a number of shortcomings in the various educational and vocational counselling services:

- At the level of organisation, there is an **inadequate number of specialist psychologists and counsellors** in schools and elsewhere; moreover, they are not spread rationally among the schools on the basis of number of pupils.
- The fact that **the educational and vocational counselling service was late in starting**, that attendance at counselling sessions is not compulsory and that they take place **outside school hours.**
- Some of the Ministry of Education's educational and vocational counselling programmes have a number of **demotivating elements.** This is especially true of aptitude tests, even though these are generally well structured.
- **Information material is not very diversified and unattractive** and updating poses difficulties.
- There is a noticeable **lack of a resource and information centre** at national level to support the Ministry of Education's Psychology and Counselling Units.
- **Inadequate publicising** of services within the target community.
- The **limited scope of activity** in terms of industrial sector and geographical area, as also from the institutional point of view.
- The **inability to take action in times of economic crisis.**

On the basis of the above we would put forward a number of **proposals** as to the functioning and provision of these services:

- **Include first-cycle primary schools** in the scheme so as to avoid children leaving school at an early age and without having received the necessary counselling as to possibilities of alternative courses.
- **Make educational and vocational counselling activities continuous** and extending throughout a person's school career, supporting the curriculum and being supported by it.
- **Adapt to specific regional and social circumstances taking account of cultural differences** in its target groups.
- **Encourage and promote work experience,** practical training and other forms of active learning.

- **Develop integrated programmes** of interlinking services adapted to the actual experience and needs of specific groups and guaranteeing a genuine follow-up with particular emphasis on the adjustment to working life.
- **Equip the services to operate in times of recession,** providing young people with alternative forms of employment and establishing job creation schemes.
- Promote the **training and sensitisation of other agents** in the educational process - by recycling teachers and working in partnership with parents, youth associations and other local bodies.
- **Define the career profile** of a major group of specialists involved - the psychologists.
- Increase the availability of counselling services in centres accessible to young people other than schools and provide **a nation-wide support service** to assist schools in the production of audiovisual materials and the like, which could considerably enhance the quality and coverage of the service.
- Create a **European network for information and the exchange of materials and experience easily** accessible to the various countries involved and encouraging cooperation.

Although the present report has shown that only a small percentage of young people are covered by the system and that recourse to counselling tends to take place at moments when a major decision is called for, it is important once again to raise the questions we posed initially:

- How able are the services as they currently exist to meet the new challenges of competition and mobility of the European Union?
- How far do the services really meet the needs of the young people who use them and how effectively are they publicised?
- How flexible are these services in adapting to social and economic change and - especially - to the demands of new technologies?

The possibilites offered to a young person by a programme of educational and vocational counselling are exactly what he needs

to make him an active agent in his own development, enabling him as it does to adjust in an informed manner to the requirements of the system, increase his repertoire of responses and exercise his skills in coping with the complex problems that confront him.

Indeed, if choices have to be made it is important that an individual should have developed the necessary resources in terms of competences, attitudes and knowledge in order to explore in depth his own potential and the alternatives available to him.

However, we have found that the expectations young people have of educational and vocational counselling are directed to the very short term. What they hope for is information and an immediate solution enabling them to take a decision while avoiding getting actively involved in the process of defining their school and working career. Many take the easier path of starting work immediately without any kind of vocational qualification, which in the current situation means precarious employment.

Family, friends, the school psychologist and the information and counselling services all have a positive influence on young people's choices, even though the choices made are frequently hampered by lack of information and difficulties in communicating, the preconceptions and stereotypes which mar the information given, the requirements of the system governing access to further education, and the restricted scope for experimentation within the educational system.

Even so in our view the reform of the Portuguese educational system now under way, which provides inter alia for involving the individual, as a citizen and an active agent in social and political change, in the planning of his education, will in the medium term modify the expectations and attitudes both of young people themselves and of teachers or others involved in the educational process (firms, associations and other local agents), who must begin to take a more active part in building the future.

BIBLIOGRAPHY

APOEP (1988): Orientação escolar e profissional, No. 2

EEC (1990): Young people and Europe in 1990

CAMPOS, B.P. (1990): "Psicologia do desenvolvimento e educação de jovens", Lisbon, Open University

CRUZ, A. Moita (1992): O emprego e os jovens, Lisbon, IEFP

FPCEP (1987): "O desenvolvimento psicológico de jovens", in Cadernos de Consulta Psicológica, No. 3, Faculty of Psychology and Educational Science - Oporto

GETAP (1992): Oferta de formação das Escolas Profissionais em 1992/93, Lisbon, GETAP

IEFP (1991): Aprendizagem - Formação profissional de jovens, Lisbon, IEFP

MARQUES, Margarida (1991): Estruturas dos empregos e das qualificações no domínio da orientacão profissional para jovens e adultos - Portugal, Berlin, CEDEFOP

MULLET, Etienne, NETO, Félix (1988): Tomada de consciência das determinantes das preferências profissionais: teoria e método, Lisbon, Open University

NEVES, Ilka, SIQUEIRA, Olgair (1969): Dinâmica de orientação educacional, Porto Alegre, Globo

PAIS, Machado (1990): "A construção sociológica da juventude: alguns contributos" Análise Social No. 105/106, Lisbon ICS

PEDROSO, Paulo (1993): "A formação inicial" Cadernos de Ciências Sociais No. 7, Lisbon ICS/IJ

PELLETIER, Denis, et al (1982): Desenvolvimento vocacional e crescimento pessoal, Lisbon, Vozes

PEREIRA, L. Silva (1983): Situação, problemas, e perspectivas da juventude em Portugal, Lisbon, Cadernos da Juventude, IED

PORTO, Maria Manuel, et al (1990): A aprendizagem e os jovens. Os jovens e a vida activa, Lisbon, IEFP

TEIXEIRA, M. Adélia, LIMA, M. Rosário (no date): Caracterização vocacional de grupos de estudantes do ensino superior. Estratégias de intervenção, Faculty of Psychology and Educational Science, Lisbon

A N N E X E S

GUIDE FOR INTERVIEWS OF PUPILS OF VOCATIONAL TRAINING SCHOOLS

QUESTIONNAIRE FOR PUPILS OF VOCATIONAL TRAINING SCHOOLS

GUIDE FOR INTERVIEWS OF PSYCHOLOGISTS AND OTHER EDUCATION SPECIALISTS

GUIDE FOR INTERVIEWING SOCIAL PSYCHOLOGISTS

TARGET GROUPS

INTERVIEW GUIDE

PERSONAL INFORMATION

NAME: _____

AGE: _____

NATIONALITY: _____

CIVIL STATUS: _____ ORGANISATION OF LIFE _____

_____

ACADEMIC QUALIFICATIONS

COURSES: _____ MEANS: _____

_____ _____

_____ _____

KNOWLEDGE OF LANGUAGES: _____

MOTIVES AND INTERESTS

PROFESSIONAL/VOCATIONAL INTERESTS

_____

_____

_____

_____

FUTURE PROSPECTS

WHAT TYPE OF JOB WOULD YOU LIKE TO HAVE?

WHERE WOULD YOU PREFER TO WORK?

FUTURE SITUATION

PERSONAL DEVELOPMENT

QUESTIONNAIRE - END OF COURSE

NAME: _____

AGE: _____ DATE OF BIRTH: __/__/__ CIVIL STATUS: _____

ADDRESS: _____

1. PERSONAL AND FAMILY DATA

   Please give the following information for all the members of your family unit

NAME	AGE	CIVIL STATUS	M/F	QUALIFICATIONS	OCCUPATION	PLACE OF WORK

2. KNOWLEDGE OF LANGUAGES

   State which languages you have a knowledge of and the level of knowledge mark a cross as appropriate

	WEAK	MEDIUM	GOOD
FRENCH			
ENGLISH			
OTHER			

3. WHO INFORMED YOU OF THE EXISTENCE OF THIS TRAINING COURSE?

4. WHAT LED YOU TO ENROLL IN THIS COURSE?

5. WHAT DO YOU INTEND TO DO WHEN YOU FINISH THE COURSE OR, IF THE COURSE IS OVER, WHAT DO YOU INTEND TO DO NOW?

6. IF THE COURSE HAS ENDED STATE WHETHER IT CAME UP TO YOUR EXPECTATIONS OR NOT AND WHY

7. IF YOU ARE INTENDING TO START WORK, WHAT KIND OF JOB ARE YOU LOOKING FOR AND HOW DO YOU HOPE TO OBTAIN IT?

8. STATE WHICH OF THE FOLLOWING DISTRICTS YOU WOULD PREFER TO WORK IN AND WHY?

	X	WHY
Present place of residence		
Lisbon		
North of Portugal		
South of Portugal		
EEC		

9. WORKING EXPERIENCE

If you have already had a job or some practical working experience give the following information

1. Place _____ Duration _____

   Job _____

2. Place _____ Duration _____

   Job _____

3. Place _____ Duration _____

   Job _____

10. OCCUPATION

If you already have a job, what is it and in which area do you work?

_____

_____

INTERVIEW GUIDE - EDUCATION

1.1 What kind of requests do young people have when they approach one of these services?

1.2 What does a young person expect of the service in terms of information in order to pursue his studies?

2. How do young people view their school career and their working life?

3. What do you think are the main sources of advice for young people when they have to choose the area in which to pursue their studies after the 9th year or have to start work?

4. Do you think their choices are based on a detailed analysis of all the training options available under the various systems?

5. What factors do you think might influence young people in their choice

5.1 Positively?

5.2 Negatively?

6 Do you know of young people who have opted for a school course or vocational training course and later found that they had made a choice which did not permit them to get the kind of job in which they were interested and for which they had the ability?

7. When these young people replanned their career what means did they use to do so?

8. What are young people's expectations given Portugal's membership of the EEC and what role is played by the educational and vocational counselling services in this respect?

9. What do you think is the percentage of young people using the counselling services?

10. How do young people who do not use the counselling services arrive at their choice?

11. Opinion based on your answers.

INTERVIEW GUIDE - SOCIAL

1. Which do you think are the main factors interfering with or influencing the choice of an occupation or profession made by young people after their 9th year of school when they have to decide whether to pursue their studies or to start work?

2. Do you think that their choices are based on detailed analysis of all the training options available under the various systems?

3. What factors do you think might influence young people in their choice

3.1 Positively?

3.2 Negatively?

4. Do you know of young people who have opted for a school or vocational training course and later found that they had made a choice which did not permit them to get the kind of job in which they were interested and for which they had the ability?

5. When these young people replanned their career what means did they use to do so?

6. What are the young people's expectations given Portugal's membership of the EEC and what role is played by the educational and vocational counselling services in this area?

7. What do you think is the percentage of young people using the counselling services?

8. How do young people who do not use the counselling services arrive at their choice?

9. Opinion based on your answers.

CEDEFOP Annex

Target groups analysed in the twelve Member States

B	1)	Young people in Charleroi and Wallonian Brabant
	2)	Young people in Brussels
DK	1)	Locked-in, unemployed young people
	2)	Young people dropping out or changing course in the education system
D		Girls and young women when choosing an occupation
GR	1)	Young people who leave school without completing compulsory education
	2)	Young women with no skills training
E	1)	Young women in the autonomous community of Madrid whose chief activity is domestic work in their own homes
	2)	Young people of both sexes affected by industrial reconversion on the left bank of the Bilbao estuary
F	1)	Young people in initial training
	2)	Young job seekers
IRL		Rural disadvantaged youth Case study 1: North Mayo Case study 2: North-West Connemara
I		Low skilled young people
L	1)	Young people in the 9th class of upper secondary technical education
	2)	Young people with supplementary education in the last year of compulsory schooling
NL		Young drifters
P	1)	Young people in their 9th school year
	2)	Young people who have completed their 9th school year and are attending vocational training schools
	3)	Young people with or without school leaving certificate attending alternative training courses
UK	1)	Young people in full-time employment
	2)	Homeless young people

CEDEFOP – European Centre for the Development of Vocational Training

Determining the need for vocational counselling among different target groups of young people aged between 15 and 27 in Portugal: the situation in the Setúbal Peninsula
Célia Alverca, Cristina Gaboleiro, J. Bernardo de Lemos

CEDEFOP panorama

Berlin: CEDEFOP – European Centre for the Development of Vocational Training, 1995

1st edition 1995 – 80 pp. – 21.0 x 29.7 cm

EN, FR, PT

free of charge - 5040 EN -

panorama

CEDEFOP

European Centre for the Development of Vocational Training
Jean Monnet House, Bundesallee 22, **D-10717 Berlin**
Tel.: 49-30+88 41 20, Fax: 49-30+88 41 22 22,
Telex: 184 163 eucen d

Following a brief overview of the career guidance systems in their countries, the authors of the reports describe a number of target groups of young people under 28 years of age, their economic, social and cultural backgrounds and the problems posed by the transition from school to working life.

A total of 21 target groups from the whole spectrum are examined, ranging from young people with favourable conditions for transition to the most disadvantaged.

A comparison is made between the need for career guidance, the demand coming from these groups and the current offer. The conclusions drawn in the summary report (deficit analyses) provide indications for designing future action programmes at EU level.

Particular attention is paid to mobility and the readiness of young people in this age group (PETRA II) throughout the EU Member States.

82

5040

National report